

The Church School Teacher

Volume XVII

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THE CHURCH SCHOOL TEACHER

VOLUME XVII No. 9

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J. VINCENT NORDGREN

Editor

RAYMOND A. VOGEELEY

C. E. LINDER

PAUL M. LINDBERG

EVELYN STARK

Editorial

Advisory Committee

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*Christ the Welcome Guest
Von Uhde*

CONTENTS

ARTICLES	PAGE
THE BOON OF ALL NATIONS.....	1
James V. Claypool	
AS THE SUPERINTENDENT SEES IT.....	3
Mabel Olson	
THE MASTER'S METHOD OF FINDING FOLLOWERS	8
W. G. Montgomery	
THE EVERYDAY LIFE OF BIBLE PEOPLE	11
Monica S. Ball	
LOYALTY AMONG YOUNG PUPILS.....	14
M. Louise Hastings	
TACKLE THESE TASKS!.....	17
Gerhard H. Doermann	
ACTIVITIES IN THE FIELD OF CHRISTIAN EDUCATION	21
I. O. Nothstein	
DEVELOPING THE SPIRIT OF GENEROSITY	26
Annie L. Gaetz	
THEY SHOULD GROW UP TOGETHER...	27
Lucia Mallory	
EVERYTHING IN MODERATION — EVEN MOTHER!	29
Helen Gregg Green	

EDITORIAL COMMENT

THINK AND THANK	3
ONLY BIBLE STORIES?	3

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The Book of All Nations

By JAMES V. CLAYPOOL

THE PRIMARY purpose of "Worldwide Bible Reading" promoted annually by the American Bible Society is to help people establish a habit of daily Bible reading. This is the fifth consecutive year the Bible Society has set apart the period from Thanksgiving to Christmas for this endeavor. Each year has seen an increase in the circle of readers, and in the number of nations that has participated. The little bookmark, carrying the suggested list of daily readings, has become a familiar symbol to those following the program. Last year 15,000,000 bookmarks were distributed and the list of selections was reprinted more than 20,000,000 times. Under the supervision of the Bible Society's foreign agencies, the bookmarks were translated into various other languages.

The theme chosen this year is "The Book of All Nations." The Bible is the only book that could

be given such a designation, for it is available to nine-tenths of the human race. Some part of it has been translated into 1090 tongues. This amazing number is constantly increasing, as through the continuing labors of missionary-translators, the Book finds its message recorded in new languages.

Not that translation is an easy task. It requires never-ending application of consecrated, spiritual followers of Christ to express the eternal truths of God in words that speak in familiar sounds to the primitive native.

Dr. Eugene A. Nida, director of the Bible Society's translation program, tells of a missionary who was translating the New Testament for the Mongo-Knundo people who live along the Congo River in Central Africa. One of the big words in the Bible is the word, "love," used in that all inclusive sense incarnated in the person of

Christ. Every translator in Africa must find a native expression for this idea. After years of unrewarding search the missionary one day picked up the expression he heard mothers use in speaking tenderly to their littlest children. He asked one mother what it meant. She answered "This is the word I use when I mean that I care so much for this little girl of mine that when I think what is going to befall her when she grows up—it hurts me." "Caring so much it hurts"—the missionary knew he had his word.

One likes to think of the African native, who exclaimed in surprise, "I am in that book," when for the first time he heard the Bible read to him in his language, in words that he used himself. Or of Dr. Nida's further experience in Mexico, where the Chinantec expression for "fields" could not be translated in the exact term. "In that rugged, mountainous part of southern Mexico, where the only cultivatable ground lies on the steep, jungle-covered mountain, which cradles each village," he says, "the Chinantecs can only understand Jesus' words in John 4. 35 by their own idiom, 'look up with your eyes and see the sides of the mountains,' for only there on the precipitous slopes does the corn

grow, and only there can the harvests be ready. The translator cannot always find an identity of words, but he can find the similarity of meaning which has made possible the telling of the matchless story of the Bible."

Today the American Bible Society is faced with another problem, that of seeking to provide Scriptures to the multitudes who hunger for them. Before the devastation and suffering of the last war seared the homes and lives of millions of people, the publishing of the Bible was an active pursuit in many countries. The British and Foreign Bible Society, from its headquarters in London, reached into the far corners of the world; the National Bible Society of Scotland, the Netherlands Bible Society, the Japan Bible Society—and many kindred organizations made the publication and distribution of the Scriptures their sole purpose. But war laid waste many printing plants; it melted the mighty machines; it reduced the precious paper for Bible pages to ashes; it destroyed millions of personal copies of the Bible, so that a great part of the world was faced with a real Bible famine. And never, it seemed has there been such hunger for the Word, the true source

Turn to page 30

Think and Thank

THE story of the healing of the ten lepers, of whom only one returned to give thanks to the Great Physician who had healed him, is a reminder of the fact that it is easy for people to lapse into unthankfulness.

The grace of God is new every morning, but because it continues unbroken we fall into the habit of taking it for granted as something to which we are entitled. When the material blessings of Almighty God do not flow our way in as wide and steady a stream as we expect, we find ourselves prone to grumble. And when Thanksgiving Day comes, we are either so busy with our own plans or so complacent with what we consider our own achievements that almost find it difficult to enter into the true spirit of this important national holiday.

Why is this? May it be that we simply do no stop and think? Failing to think, we cannot feel duly thankful.

The dictionary shows that there is a close relationship between *think* and *thank*. The noun *thank* means "originally, a thought, a thinking, akin to the English *think*."

The relationship is more than

one of words. It is a relationship of reality. Experience shows that the thoughtless person is unthankful and that the thoughtful person is thankful.

"O, give thanks unto the Lord; for he is good: because his mercy endureth forever."—Ps. 118. 1.

Only Bible Stories?

ONE of the problems that arises in planning printed courses for beginners and primary children, like those in the *Christian Growth Series*, has to do with the selection and presentation of Bible stories. Some people in our churches demand that no stories should be included in the courses other than those drawn from the Bible. Furthermore, they contend that the story should always be carried in the pupils' leaflet so that the parents can review it with the child during the week.

There is much to say in favor of both demands. Surely we want our children faithfully instructed in the Word of God, and surely we want the home to teach religion and to get all the help possible for the discharge of this sacred obligation.

But there are teachers who are

not so sure that every Sunday's leaflet should carry a Bible story, and they are not so sure that the home should be encouraged simply to repeat what has been taught in Sunday school.

Those who think this way are not necessarily liberals in religion or less consecrated to the Lord. In fact, most of them feel that they have both the experience of the church and the encouragement of the Lord on their side.

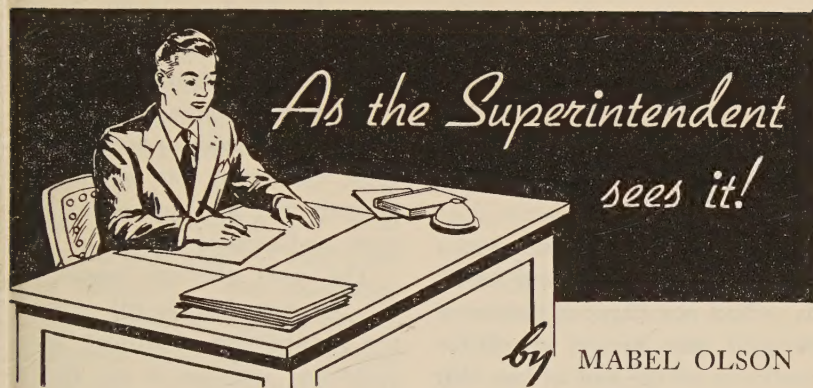
Conceiving their task as teachers in the church school to be primarily that of fostering spiritual growth under the blessing of the Holy Spirit, these Christian workers regard it as valid to apply the Word to life, both individual and collective. Therefore, they say, you have not taught the Bible if you simply teach it in a vacuum. It must be related to life. Missions, church history, Bible geography, and everyday home and school relationships all have something to do with training Christians that are informed and loyal. In other words, "The *Christian Growth Series* should rest equally

on the life the Living Word came to impart and the message the Written Word is given to convey."

The editor recalls a conversation he once had with the sainted Dr. M. Reu of Wartburg Seminary. He was complaining about the difficulty of planning beginners courses for two years that would give a series of between fifty and a hundred Bible stories, or approximately a new Bible story each Sunday for two years. Dr. Reu smiled and shook his head. "I do not think that there are more than about twenty stories in the Bible that the average child four or five years old can understand," he said.

This venerable man laid his finger on an important factor in our problem. The Bible was never written as a collection of beginner and primary stories, one a week for five full years!

On the other hand, a mistake is made if ever we give our pupils faulty impressions and teach them things that they must unlearn later in life. At every cost, our teaching must ring true to the Word!



JUST talking about the need of home co-operation in the work of the Sunday school will not bring it about. The Sunday school must inform the parents in regard to its program. Let us, therefore, consider some of the possible points of contact which we as leaders may use effectively to promote parent interest and participation in our common task of Christian education.

We begin with the Cradle Roll. Is the director of this department faithful and untiring in following up the newly baptized infant until the eventful day when he is ready to enroll in the Nursery Class of the Sunday school? Excellent new material is available for the director of the Cradle Roll. Little can be accomplished when a director serves only one year and is then followed by a new one. A director

of this department should, if possible, be elected for at least a three-year term and she must work in close contact with the pastor so that no prospect is overlooked. One Cradle Roll director recently remarked, "I look over my cradle roll every morning so I won't forget a birthday."

Can't we make more use of the means of publicity which the church affords? The pastor might welcome Sunday school news items for his weekly bulletin and his church news letters. The Superintendent's annual report can be used as a discussion topic at a Parent-

The guest writer of this section of our November issue is Miss Mabel Olson of Bismark, N. Dak. A principal of one of the schools of her city, Miss Olson has also given effective leadership to her Sunday school.

Teacher meeting. Statistics like those given below may cause Mother and Dad to ask, "How come? Can it be our fault?"

Total enrollment for the
year200

Average attendance per

Sunday for the year...137

Children love to prepare a Sunday school newspaper of their own. A good time for its circulation would be at the end of the first quarter. Include names of new pupils, visitors, teachers' names, perfect attendance, Junior Missionary Society programs, offering, new equipment, and department news. A child's reproduction of a Bible story, a free-hand drawing of a church window, or a church symbol would enhance the appearance of the paper and please the parents of the child who contributed this. Ideas for subject matter are so numerous that one will need to guard against making the newspaper too lengthy. The children will be proud to bring a mimeographed copy of their "Sunday School Herald" home to their parents. A copy might be mailed to another Sunday school with a request for an exchange.

If a regular Parent-Teacher group has not yet been organized, do not overlook this method of securing home and school co-opera-

tion. At the close of this article we have included a Parent-Teacher Program which may be of help to those who are in need of suggestions for a way to acquaint the home concerning the educational program and enlisting parents' interest and support.

The most effective means, by far, for securing parent interest and participation is through home visitation. Included in our Packet for Parish Education Month this Fall was the tract, "Visitation in the Home." A teachers' meeting devoted to the study of this tract will do much to convince a teacher of the value of home visitation and also to prepare her for the task. If the study of this tract has been overlooked at the early fall meetings, it should be used now and a slogan might be, "One Visit in Every Home Before Christmas."

Suggestions for a Parent-Teachers' Program

It might be well to have a committee for each month composed of two teachers and one parent who is not a teacher.

GENERAL THEME:

HELPING OUR CHILDREN

September. *Helping Our Children Know the Bible.* An excel-

lent time to display Sunday school material and explain aims. An interesting historical touch might be had by comparing present materials with those used a generation or two ago.

October. *Helping Our Children Through Audio-Visual Aids.* The film-strip, "Ten Commandments" might be used to demonstrate how films are used in class instruction. A flannelgraph story is always enjoyed by parents.

November. *Helping Our Children Know Our Founders.* Use the new program, "Our Fathers Have Told Us," presented by the children.

December. *Helping Our Children Through Music.* Make use of Children's Choir and local talent in the congregation.

January. *Helping Our Children Understand the Conditions for World Peace.* Get pamphlet, "Children and World Peace,"

from International Council of Religious Education. Price 10 cents. This contains good ideas.

February. *Helping Our Children Through Group Discussion.* Family group discuss some timely topic such as, "To What Extent Can Christian Young People Participate in the Popular Amusements of Today?"

March. *Helping Our Children Through Confirmation Instruction.* This could possibly be the public questioning if the class is ready.

April. *Helping Our Children Have a Worthwhile Vacation.* Discuss vacation Bible school, Sunday school during summer months, Bible camps, Luther League conventions and Workers' conferences.

May. *Helping Our Children by Being Good Parents.* Use material which will be available for Mother's Day and National Family Week.

"A prayer in its simplest definition is merely a wish turned heavenward. We remember that prayer is not conquering God's reluctance but taking hold of God's willingness."

PHILLIPS BROOKS.

The Master's Method of Finding Followers

By W. G. MONTGOMERY

BACK in Galilee, along the banks of the lower Jordan, there appeared one day a strange man who at once began to attract the people of all that region for many miles around.

This man, apparently coming out of nowhere, had spent his youth in the desert as a sort of recluse, living on locusts and wild honey, and wearing coarse garments made of camel's hair. He was John the Baptist, and he had come with a great message to all the people.

He was crying, "Repent ye, for the kingdom of heaven is at hand." He was telling of One soon to come whose shoe latchet he was unworthy to unloose. And in the valleys of the Jordan and along the hillsides, multitudes gathered daily to see and hear this strange prophet.

Naturally, the Baptist had many converts, while a few were remaining with him as constant disciples. Then, one day Jesus also appeared, desiring baptism. And John recognized Him as the One he had been

talking about; and recognizing Him, he was awed at the request that He too be baptized.

The Baptist was unable to understand why Jesus should be baptized. But after a brief explanation, John baptized Him, and during the process was assured from heaven that this same Jesus was the Saviour of the world.

Then, the next day, John formally introduced Jesus by pointing to Him in the midst of that immense crowd, and saying, "Behold the Lamb of God, which taketh away the sin of the world."

John the Baptist had been the morning star, but now his glory was dimmed as Jesus, like a full orb'd sun, began to rise in a darkened world. But John was not jealous. This was what he wanted to see. He had introduced Him to the crowd for this purpose.

Then, shortly afterward, even John's disciples began to forsake him in order to follow Jesus, with the only comment from John that he was destined to decrease, while

Jesus would increase. It is pretty certain now that of the twelve disciples Jesus selected, three or four of them had been disciples of John the Baptist.

It is a beautiful story that John tells in his first chapter about Jesus, and how He won His first five followers. This story also reveals the Master's method of finding followers, a method which I believe all Christians might well employ today in building up the church and the school membership.

When John the Baptist pointed to Jesus and said, "Behold the Lamb of God," two of John's disciples hearing this, began to follow Jesus. One of these was John, the author of the Fourth Gospel, and the other was Andrew, the brother of Simon Peter.

After these two had met the Master, Andrew went out to find his brother, and bringing him to Jesus, the Master met him with the words: "Thou art Simon, the son of Jona: thou shalt be called Cephas (which means a rock)." In spite of Peter's wavering, vacillating, impulsive nature, as it would show later on, Jesus saw great possibilities in him, and so selected him as a follower. Underneath Peter's surface life, which seemed more like grains of sand

than granite, Jesus saw a solid stone, and Peter became His third disciple.

Then, the next day, Jesus Himself went out as a personal evangelist, and meeting a man named Philip, He said to him, "Follow me." Philip then, using the Master's method, went out and found Nathanael, and said: "We have found him of whom Moses did write, Jesus of Nazareth."

Now, Nazareth had a bad name among the Jews of that day, and naturally Nathanael answered with a question, "Can any good thing come out of Nazareth?" Philip did not argue, but simply said, "Come and see," and Nathanael became the fifth disciple.

You will notice this story of the beginning of Christian discipleship, that it is built around what might be called the *personal appeal*. Of the eleven apostles who remained true to Him, seven were won in this way.

Jesus was never too busy to sit down and talk to an individual about his salvation. Never too busy to leave the beaten paths and hunt out individuals in their homes. He would leave the ninety and nine, if safe, and go hunt the one who was lost.

He would light a candle to look

for the lost coin. In this way Nicodemus, Zaccheus, the Samaritan woman, and many others, were found and became His followers. I wonder that with all our spiritual machinery and mass movements to find followers, if we have found anything yet better than the Master's method of seeking out individual persons, one by one.

To be sure, Jesus possessed a wonderful personality and a magnetic drawing power. People sought Him too even as the needle seeks the center of gravity. But there was another side also to His success in finding followers; and this, any Christian can have today.

He drew them because of a great personal affection. He met them on their own level, in their own world, letting His life touch their lives. And He always commended the good in a person instead of criticizing the bad. Then He also approached people with a subject

interesting to them. And by these methods He won many persons to Himself.

Now, that He is gone, it is up to us to find followers for Him. And this, I believe we can do as individuals, speaking to and with other individuals, in a manner much larger than we have ever dreamed.

Think, too, what it would mean to any local church or school if each member would set out to find just one more follower during the year. The size of the church or school now does not matter. This method will work anywhere. And if each member would win only one to Christ and His cause, that means that the membership would double every year, and surely it is not too much to ask each member of the school or church to win just one during a whole year.

Great movements are always traced back to small beginnings. The Orinoco and Amazon are great rivers, but each can be traced back to a tiny spring high up in the Andes. Without the springs and smaller streams pouring in, there would be no great river. So it is with His followers. The personal appeal of each member day in and out, is the secret of the on-going church and school.

*No Sabbath means no Church;
No Church means no worship;
No worship means no religion;
No religion means no morality;
No morality means no society;
No society means no government;
No government means anarchy.*

The Everyday Life of Bible People

By MONICA S. BALL

THANKSGIVING UNIT PRIMARY LESSONS 6-8

Lesson 6

The teacher might like to use some additional material in her lesson story.

In Biblical times three great feasts (Exodus 23) were celebrated. First, the Passover, commemorating the release from Egypt, (accompanying it was the feast of unleavened bread). Second, the feast of weeks, called also feast of harvest and day of first fruits. Third, the feast of tabernacles at which there was the ingathering of the harvest at the end of the year. In Leviticus 23, the directions are given for constructing the booths for the feast of the tabernacles. Boughs of palm trees or of willows were cut, and booths were constructed of these boughs. The people then lived in these booths or tents so each new generation, once again, lived as the children of Israel had lived for so many years during their journey through the wilderness. The feast of tabernacles lasted seven days, after the harvest had been com-

pleted. The whole family, including servants, any visitors, or strangers, all took part in the feast. Each day for the seven days of the feast the book of the law was read (Nehemiah 8. 13-18). Since the feast of tabernacles took place at the end of the harvest, it corresponds to our Thanksgiving. The children would enjoy constructing a miniature booth from real branches with either a cardboard foundation or one of twigs tied with strings or raffia.

Visual Aids: There is flannel-graph material available for the whole Thanksgiving story, starting with the booths and feast of tabernacles, the story of the Pilgrim's Thanksgiving and our modern feast day, titled "Thanksgiving Story." Write to your publication house for this item.

Lesson 7

To have a Bible story for this lesson, the story of the Parable of the Rich Fool might be told.

Since we are talking about Thanksgiving and the harvest time, I'm going to tell you a story that Jesus told about a man at harvest time. This

man had a very large farm. His harvest was very great. There was so much grain that he would not have room for all of it in his barn. "I'm going to be very rich!" he said to himself. Then he began to think about all his grain and where he would put it all.

"I know what I will do," he said. "I will tear down these old barns and build new, greater barns. Then I will be able to store all my fruit and grain. I will not need to work any more and have a good time eating and taking it easy."

But God said to him, "Thou Fool, this very night shall thy soul be required of thee." That night the rich man died. God had given him his wonderful harvest of fruits and grains, but he did not thank God for it. He did not try to do what would please God and share his extra food. He just wanted to do what would please himself, so God took him away from the riches he loved more than God. Luke 12. 16-21.

Visual Aids: Kodachrome slide, SVE Ha 99, "The Rich Fool."

Pre-session: During the pre-session activity period, apples, oranges, bananas may be cut from construction paper and pasted on baskets which may be used for gifts of fruit. These gifts may then be given to some local institution as a Thanksgiving gift.

Lesson 8

If the Thanksgiving festival as outlined in the Teachers' Guide is

not used, the teacher might develop Psalm 104 in story form and using pictures she has collected make a chart with "Bless the Lord, O my Soul," across the top. This might be developed:

In many of the songs or psalms of the Hebrews are stories of how God has made the world and takes care of his people. Today, I'm going to tell you about some of the things we read in Psalm 104. God made the earth, the clouds, the mountains, the oceans, the streams. At first, the earth was covered with water, and at God's command the waters went down and left the dry land. On the land God put many animals. The animals drank the water and fed on the grasses and fruits of the earth. God made these things all grow, and helped men to learn to use the many fruits, grains, and things of the earth. He planted tall trees for the birds to make their nests, the high hills for a home for the goats. He made the darkness when all the beasts of the Forest creep out to find food and, then, the daytime, when they go back to their dens to rest. He made the day when people go out and work, and the night when they come home and rest. The sea He filled with many wonders, plants and fish of all kinds, and the fishermen who said the mighty oceans see these many wonderful things. All these people and animals depend on God and His goodness to care for them while they live and after they die. God has done all these wonderful things for His people and so His

people sing praise to Him and bless His Name.

Visual Aids: There are many pictures that can be easily found, e.f., of a bright sunny day, clouds, the ocean, mountains, animals, birds, homes, ships, which can be used in telling the story and then used for the chart. If the children are young, a few selected verses of the Psalm may be read, the older ones (3rd grade) may appreciate hearing the whole Psalm.

UNIT B: SOME THINGS WE KNOW ABOUT GOD

Lesson 9

God Cares for Us

In our last lesson, we talked about the many things that God made in the world. When Jesus was talking to the people one day, He told them again that God cares for them. This time He was out in a field up a hill and He looked around and said, "Look at the birds in the air. They don't plant grain or work, yet your heavenly Father feeds them."

God does care for the birds and, just now we have been seeing the birds flying south. God in His care of the birds has given them the power to fly and knowledge that they should fly to where it is warmer when it begins to get cold here. God helps them to know that winter is coming.

Jesus said later that same day on

the hill, "Look at the flowers in the field, how they grow, they don't do any work of any kind. Yet even King Solomon, one of the richest kings, was not dressed as beautifully as they. Why should you people worry about clothes so much? It is more important to believe and trust in God. God knows you need all these things and will see that His people have them."

So it is today. Each year we have Spring, Summer, Fall, Winter. God sees that all the birds and animals are fed. We have food to eat and clothes to wear for each season.

The story as given in the lesson leaflet may then follow.

An activity which the children enjoy at this time of year is planting narcissus bulbs in pebbles and water. The bulbs themselves tell the story of God's care and add a decorative touch to the primary room. Some bulbs might also be planted for Christmas gifts for shut-ins.

CHRISTMAS UNIT

Lesson 10-13

The Christmas Unit is well planned and rich in suggestions. The Teachers Guide will give all the necessary help.

Visual Aids: Flannelgraph:

Turn to page 32

Loyalty Among Young Pupils

By M. LOUISE HASTINGS

CREATING an urge for the love of loyalty toward the church school is an attitude that every teacher longs to emphasize, a loyalty toward regular attendance that will come spontaneously and a loyalty that is felt toward the different activities connected with classwork and with the school as a whole. When this loyalty becomes a habit, with deep feeling behind it, it goes on through the years into the larger life of the church.

Every teacher thinks again and again, "How may I make my work more effective, so that my pupils will look forward to coming to class every Sunday, so that they will become interested in all sides of church life? How may I help them to love their church school and their church?" Our pupils come from homes with many kinds of background. Some homes are full of religious atmosphere while others are indifferent and send their children to Sunday school without any great thought behind it. Possibly some homes are influenced because other children in the neighborhood go, or perhaps some

parents like to have them from under foot, or in some there may be a lingering feeling of "we ought to send them."

Many parents stand strongly behind the teachers in regard to church loyalty. I like to remember a mother in our church school who not only insisted that her two boys attend regularly, but she also insisted that they show a loyalty toward the leaders of the different clubs, the leader of the social service work and the leader of the school social activities. These boys were always on hand and they could always be depended upon. Not all mothers are like that. They may insist that the children attend the Sunday school, but they do not all see the necessity for loyalty in other directions.

I heard of a mother a short time ago who started the custom of making tiny bouquets, twice a year, for the church school pupils. She believed that children love flowers and that they should be thought of occasionally. It seemed such a happy thing to do! When mothers are really interested in the school,

what a co-operative attitude they give. A Mother's Club or P. T. A. for studying ways to give assistance to the church school as well as to study religion in the home is an organization that every church should have.

As a teacher of Kindergarten and Primary classes for many years I frequently presented interesting features that would make the little folks wish to come regularly every Sunday. So often, with the smallest children, they attend when Mother goes to church, or when Mother takes the time to get them ready. If there is something going on that particularly interests them, they will beg to be taken. They enjoy Sunday school and they do not like to miss it.

Several different years I provided narcissus bulbs, colorful bowls and stones. The children planted the bulbs. This was done in October, with the idea of using them for Christmas gifts to the family by each pupil. It was an incentive to come every Sunday because the children all added a little water to their bowls and they enjoyed watching them grow, week by week. Each child had pasted a sticker with his name on it, and his own bowl was very interesting.

In one school that I visited the Kindergarten room had little chairs painted in pastel colors. How pretty they looked! One could easily imagine the children choosing which chair they might get if they appeared early. There is always a satisfaction in choosing.

One year I decided to have a birthday cake at the close of our service in our Kindergarten once a month. All the children who had birthdays in each month, as the months passed, stood in the center of the ring as we sang the birthday song to them. My assistant and I cut the cake, but the birthday children passed it, each piece wrapped in a pretty paper napkin. They themselves were served by my assistant after all the others were taken care of. We did not eat the cake then. We asked the children to take it home for their Sunday dessert. After the cake had been served we had our closing exercises. Often the parents came upstairs, after the church service, to share in the closing exercises. That year our Kindergarten was a large one!

Boys and girls like to share in unusual experiences. Every time we present innovations they are attracted. Once a year let us take our pupils class by class, or, if the

school is small, as a whole into the church auditorium. Go up the middle aisle slowly and reverently to the altar. After a short prayer, explain to the group the sacredness of the altar, the chancel, and everything associated with it. Explain that the minister preaches here, that weddings are held here, and show where the bride and groom stand. Explain that funerals are held here and that here is where we offer our last tributes to the dead. If there are memorials around the chancel, explain those very simply. Tell them that this is the church altar; that long, long ago Abraham "buildest an altar unto the Lord"; that Noah, too, "buildest an altar unto the Lord," when he and his large family left the ark; that always the altar is the most sacred place in the house of worship.

Another Sunday take the pupils to the organ loft. Let them sit in the pews and look at the empty seats below them. Give them hymn books and mimeographed sheets of paper on which is Psalm 100. Read it in unison. Sing with the organ a familiar hymn. Sometime, if it can be done quietly, take them, class by class, just before the close of the Sunday service and let them join the congregation in the last

hymn. Give them opportunity to watch the organist play. There is great fascination in seeing his feet and fingers at work.

The more interesting features we can introduce in our work, the more ready our pupils will be to attend regularly. In the clubs and party entertainments, as well as in relation to the social service work, the more we give our pupils active part, the more interest they will take and the more regularly they will attend the meetings. In such ways do we increase the urge to be loyal, for boys and girls do not like to miss things. Let our pupils have opportunity for doing kind things for others.

It is not alone at the Christmas season that we teachers should keep in mind the value of social service work. All along the line, to keep interest strong, there should be definite plans to do kind, thoughtful deeds for others. Every church has people who need tender little acts done for them, who need cheering up in different ways. A very happy way of arranging such work is to plan something for each month. It is no small gift to have a class, accompanied by the teacher, appear unexpectedly and sing by the piano for half an hour. Such kindly actions help twofold!

Tackle These Tasks!

By GERHARD H. DOERMANN

THE teacher of the Intermediate lessons in the Christian Growth Series during the fall and winter of 1948-1949 must have at least a comprehensive, if not intensive, grasp of the events and characters of Old Testament history. Before the teacher begins to prepare any individual lessons for teaching, he should have:

(1) a knowledge of all the lessons during the quarter and the place of each in the progression of Old Testament history;

(2) familiarity, a speaking acquaintance, with the content of the Old Testament books used in the quarter's work; and

(3) an outline of the course of events covered by these lessons in his notebook.

In the actual preparation to teach each lesson three steps are advisable. If the preliminary work as outlined in the previous article and summarized above has been followed, none of these steps should take too long. It is also advisable to pursue these steps at three separate times, completing each when you begin it. This

means three preparation periods, which may seem too many to the teacher that has not been conscious of nor conscientious in his God-given task. Last-minute, Saturday night preparation is no preparation at all. We are "workers together with Him" and are responsible to God for the spiritual welfare of those placed in our care. The very least we can do is to devote the necessary time to the task of being ambassadors for Christ.

Step Number One

Using the study book (pupil's book) go through the lesson *as if you were a pupil*, working out all requirements and reading all the assigned Scripture portions. Many of the latter will be known to you without rereading if the preliminary work has been done as suggested. Even the memory work should be reviewed by the teacher in this first step.

Using the study book instead of the teacher's guide for this first step will help to give you the viewpoint of those you teach, and will bring your teaching down to their level. You will get the "feel" of

the lesson as it must strike the pupils, and you will to some extent know what difficulties they will meet in working out the lesson and be prepared to meet them.

Step Number Two

The second period of preparation should be devoted to the teacher's guide. Study the suggestions made carefully. Either jot down in a notebook certain procedures that you might forget, or underscore them in your guide. In this study you will review, and so fix more firmly in mind, your general preparation as indicated at the beginning of this article.

The aims of the lesson should be studied thoroughly, modified to meet the needs of your class, and then fixed firmly in mind, so that all subsequent preparation will be carried on in the light of your aims. In this step of your preparation you will also find the answers to questions and problems in the study book, and can check on the correctness of your work in step number one.

Step Number Three

The final step of your preparation will be the task of outlining the lesson *as you plan to teach it*, again using the study book as your guide. A careful estimate of the

material that can be used in the time that you have at your disposal, must be made. Omit points least necessary in promoting your aims, if there is too much material. If there is material that you wish to add, feel free to do so. For teaching is not done by presenting something from the pages in a book, but something from the heart of the teacher. Your personality, your Christian convictions, these reach out and influence the lives of your pupils. It is the Word of God come alive in and through you!

Having listed the chief points in the lesson which you will use after the pattern in the study book, re-study them. Are these the chief points that will accomplish your aims? Can you improve on them? Are your additions to the point? Should some which you omitted be included?

Final Suggestions

In your outline as finally revised have you made use of the following materials and suggestions? If not, recheck with these in mind. This is really a part of Step Three, but is made a separate section so that the vital three steps can be easily reviewed by you.

"*Follow-up work*" is a necessary part of these lessons. It is home-

work that is not preparation for a lesson to come, but additional study, review, and projects that will deepen the lesson and carry it over into the weekday life of the pupil. The work done in class will not complete all the assignments that should be followed through for a thorough grasp of the lessons. In the preparation of your outline of the lesson as you plan to teach it you will have omitted some of the less essential points for lack of time. These will be assigned as home work, "follow-up" work. Review of memory work, perhaps some of the notebook work, and additional Bible reading should be so assigned. Two things will be necessary to make this effective: you will have to enlist the co-operation of parents by a personal visit, and you will have to check each Sunday morning with the class to determine whether they have completed such work. Recognition of sincere work and faithful effort will be a powerful incentive to further effort by the pupil at home.

To fill the gaps between the main events treated in a lesson will be one of the tasks assigned for home work. If the pupil is to be orientated in the Old Testament there must be a connected sequence of events. This may be supplied

by the teacher in summary form at the beginning of a new lesson. Or, better, it should be assigned for home reading, and then checked and reviewed by the teacher at the beginning of the next lesson.

A notebook for every pupil is essential to good work. Whether the work is done at home or in class, the points or events that bridge the gaps between main events should be listed by the pupil. Several headings for such listings are suggested in the teacher's guide (see pages 12 and 13). Some of these are "Beginnings" and "The Line of Promise." Specific stories suggested in the teacher's guide from time to time should also be listed by the pupil in his notebook, whether the story is referred to in class or assigned for follow-up work. Only in this way can the teacher know that the work was done. Such stories are "The First Murder" (lesson 1) and "Languages" which is the story of the tower of Babel (lesson 2). Please note that *any part of the lesson* that could not be used or completed in class, should be assigned for home study and a report expected in the pupil's book.

Pictures found in the pupil's study book are not mere ornaments. They serve a very definite

purpose if used. Some of them visualize a Bible event for the pupil and serve to fix it in mind. Others (page 11) bring home the practical application of the lesson, or one of the applications, in graphic form. A series of pictures (pages 32 and 33) bring out the sequence of events and afford the teacher a splendid additional method of bringing to attention events that fill in the gaps between main events. Still others bring home to the pupil in an indirect way the fact that God's Word is true today. To serve these useful purposes they must be used! The teacher will study them as he makes his study of the pupil's book in step three for the purpose of

outlining his lesson plan. Use them in your plan by asking questions about the pictures, pointing out details, or having a pupil tell the story of the picture. They are one of the most valuable as well as appealing features of the Christian Growth Lessons. Make use of them to help you and to help those whom you teach.

If the teacher will make careful preparation as suggested in this article, the work done will be richly blessed by our gracious Father. The light of His Holy Spirit will guide and lead such teachers to great accomplishments in the blessed work of feeding the lambs of Christ.

Where From?

In a certain Sunday school in Florida, where winter visitors are numerous, the teacher was welcoming new children and emphasizing to the group the idea that "we are friends from different places."

Immediately John, age four, volunteered, "I'm from Detroit." His comment was quickly followed by others: "I'm from Indianapolis," "I'm from Westfield, New Jersey," "I'm from Brooklyn, New York."

The teacher invited each child to tell where he or she came from. At last it was tiny, curly-headed Gail's turn. She hesitated a moment, then smiled confidently into the teacher's eyes. With pride and in a clear voice she announced, "*I came from Heaven.*"

RUBY PATTON NORDGREN, Fort Lauderdale, Florida.

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

TOO OLD FOR SUNDAY SCHOOL? "Some grown-ups aren't interested in attending Sunday school," says *Lutheran Men*. "They have surrendered to the mistaken idea that it is for children only. The fact is that most adults need it even more than children because they have such big responsibilities and problems to face. They need much more than what they remember from childhood. Why not meet the larger need by getting together on a weeknight?"

"Such lively worthwhile evenings in some home, or at the church, provide for many men and women, younger and older, a better rounded scheme or program of living. They give it a variety and quality which it couldn't otherwise have. The world, our nation, our communities, our homes, and our churches have many problems to solve. And no problem is really solved until it is met in a Christian way.

"Such evening study-discussion sessions may well be part of the

program at Brotherhood meetings. Why not?"

* * *

A FINE EXAMPLE. A recent issue of the *Lutheran Herald* contained a picture of a father, mother, and their six children. In the text accompanying the illustration occur these words: "Evidently Mr. and Mrs. Carl Hanson, members of Deer Creek Evangelical Lutheran Church near Carpenter, Iowa, are among those parents who feel that regular Sunday school and church attendance is an important factor in shaping the lives of their children, a vital aid in preparing them for abundant Christian living. That, at least, is what one would conclude from their record of Sunday school and church attendance.

"Shown with Mr. and Mrs. Hanson are their children, who have had perfect attendance at Sunday school as indicated: Wayne, 8 years; Craig, 7 years; Harvey, 1 year; Luther, 5 years; Sharon, 4 years; Darlene, 3 years."

ANOTHER SUNDAY SCHOOL BY MAIL. Working along the same lines as the highly successful Norwegian: "The Children's Chapel," various districts of the Missouri Synod have been carrying on efforts to reach the children in isolated farm communities and those who are physically handicapped or shut-in by illness. Now the Board of Missions in North and South America, the Board of Parish Education, and the Lutheran Hour are joining hands for a systematic, coordinated, nation-wide, and it is hoped, a *world-wide* effort to reach out to the unchurched children in isolated areas. "Through the Lutheran Hour, through KJ-UO, and through other Lutheran broadcasts," says the *Lutheran Witness*, "this new undertaking will be made known. Invitations will be extended to enroll children in our Sunday school by mail. The regular Concordia Sunday school leaflets will be used. On the basis of these lessons work sheets are prepared. These work sheets are to be filled out by the Sunday school pupils and returned at regular intervals."

* * *

PROMISING RESULTS. Some years ago the United Lutheran Church adopted the slogan: "A

Million in our Sunday Schools by 1950." In a recent report it is stated that an enrollment of 789,049 has been achieved to date, and that the picture now looks bright, due to an active enlistment program carried on since 1945. It is hoped that by the end of this year the number will have risen to at least 825,000. However, efforts are not being spared to increase the enlistment interest in all the congregations of the Church.

* * *

ANOTHER TEACHER HONORED. Salem Lutheran Church (Am. Luth.), Detroit, Mich., recently observed the 50th anniversary of Mr. Henry Wagenbauer as teacher in the Christian day school. Forty-four of those years were spent at the parochial school of Salem Church. "Several days before the celebration," relates the *Lutheran Standard*, "Teacher Wagenbauer suffered an attack of illness which confined him to his bed. It was determined, however, to proceed with the plans, for on such occasions not only is he who served honored, but God is praised who has made such a term of service possible.

"Pastor E. G. Richter, of Pigeon, Michigan, brought suitable messages in both German and Eng-

lish services. The local pastor, Rev. Theo. J. Pretzloff, conducted the liturgy and read the many congratulatory letters which had been received from church officials and friends. Salem Church presented their retiring teacher with a substantial purse."

* * *

LUTHERAN SCHOOLS WIN CONTEST. When the churches of Toledo, Ohio, recently conducted their twenty-seventh annual "10 per cent Increase Campaign," over 160 Sunday schools took part in the contest. Fifty-seven schools showed an increase of from 10 to 108 per cent, while 51 registered gains of from 20 to 129 per cent. The two schools showing the largest gain in enrollment were the Augsburg and the St. Paul's Sunday schools, the former having gained 129 per cent and the latter 116 per cent increases. Both belong to the United Lutheran Church. The largest enrollment as well as the highest attendance were recorded in the Augsburg school.

* * *

PAROCHIAL SCHOOLS AND THE U. L. C. For several years the pros and cons of establishing parochial schools have been discussed and investigated in Synod meetings and by the Parish and Church

School Board. The latest report of the Board contains the following statements:

There are fourteen reasons why U. L. congregations should open day schools and thirteen reasons why they should not.

Most of the reasons for establishing a parochial school system reflect the opinion that public-school education, by placing children in a religiously neutral environment, is an obstacle to nurturing Christian personality. Reasons against the parochial schools center around the high cost of maintaining a school system that would equal the educational standards of the public schools.

The danger of creating class consciousness between those who could afford the day school and those who could not is also pointed out; parents being usually required to pay tuition fees in church-operated schools. Some people believe that in the parochial schools religious bigotry and prejudice would be intensified.

No decision was reached on the question of the Board. A recommendation "that the United Lutheran Church in America officially approve the promotion of weekday Christian kindergartens" was approved in principle."

The Parish Board has been instructed to bring a report on the parochial school question to the U. L. C. convention in October. It will probably recommend that no system of such schools be officially endorsed at present, but will offer to give advice and help to any congregation eager to undertake the experiment.

At present only three of the 4,000 U. L. C. congregations conduct parochial schools. The largest school system maintained by any Protestant American Church is that of the Missouri Synod, with about 100,000 pupils in some 1,000 schools.

* * *

SCHOOLS AND HOME MISSIONS. "The missionary potentialities of a Lutheran kindergarten," says *The Lutheran Witness*, "are finding expression in many communities. Our mission in Coulee City, Wash., supplies a striking illustration. In the spring of 1946 Pastor J. Einar Bach came to Coulee City, and in June of the same year he opened a mission. Many townspeople received the idea of 'another church' with cool indifference, and the church and Sunday school attendance was poor. Six months passed, and there was no noticeable improvement. Something had to be done. Pastor Bach decided

to open a kindergarten. Results were immediate and astounding. In spite of hard winter weather twenty-one children came the first day. In a few weeks twenty-nine were in attendance, and, furthermore, the chilly demeanor toward the mission changed to warm friendliness. Church attendance doubled and the Sunday school enrollment tripled. Examination of the statistical record showed that only a few of the children were baptized and that out of the fifty-six parents only five held active church membership."

* * *

"WHERE THERE IS A WILL . . ."

At Champaign, Ill., where the use of the public school buildings and released time from public school classes for religious instruction have been forbidden by the Supreme Court decision, in favor of an atheist mother, it has been found that there are other ways of making up for this loss. Some one suggested that the weekday classes be held at the close of the public school day. The plan has been tried and found good. A surprisingly large number of children have been found willing to devote this after-school time to the classes in religion; and while the attendance has not yet reached the former level, it is confidently expected

that it will do so. The neighboring city of Urbana has planned to put the same plan into operation this fall.

* * *

THE DAILY READING OF THE BIBLE is urged in the promotion of the Fifth Annual Worldwide Bible Reading program, which will be sponsored by the American Bible Society from Thanksgiving to Christmas.

"This program is a plan to get millions of people in America and all over the world to read the same Bible selections daily for the 31 days in this period," according to Dr. James V. Claypool of the American Bible Society, who is director of the program. "Last year 15,000,000 of the little book-marks, that contain the list of suggested Scripture passages, were distributed and the list of selections was reprinted about 20,000,000 times. We expect to have an even

larger response this year, when more and more people, both at home and abroad, according to reports, are turning to the Bible as a source of help and hope."

Among the eight rules the Bible Society has compiled for the effective reading of the Scripture passages are "Set aside and keep a definite daily time for reading;" "Read slowly and prayerfully. 'No snap shots but time exposures' should be the rule;" "Memorize one key verse daily."

Outside of the United States the program is under the supervision of the Society's 12 foreign agencies, which will produce the reading lists in the languages spoken in those nations which they serve. Thirty-four countries participated in the program last year. Chaplains, serving with various branches of the Armed Forces in all parts of the world, also secured the material.

In Arrears

A famous physician, Sir James Crichton Browne, said, "We doctors, in the treatment of nervous diseases, are now constantly compelled to prescribe periods of rest. Such periods are, I think, only *Sundays in arrears*."

Jesus said, "The sabbath was made for man." Many a disorder would never occur if people would use the appointed day of the week for resting their bodies and feeding their souls.

God knows our needs and provides gifts to satisfy these needs. We despise God's gifts to our own hurt and peril!

—*Ebenezer Messenger*.

Home Education

Issued by the National Kindergarten Association

Developing the Spirit of Generosity

By ANNIE L. GAETZ

WE ARE inclined to consider generosity a natural trait, but, as a rule, children are not born generous. It is a virtue needing much cultivation, and the more cultivation it has, the more beautiful it becomes—as in the case with a plant that bears beautiful flowers. If children are not taught to be generous, they miss much of the joy of life.

I once had a dear little boy visiting me, the only child of unusually fine parents. It surprised me that he simply would not divide his candy or anything of that sort with others, and yet he would gather armfuls of wild flowers for me and seem to derive the greatest pleasure in doing this. The fact was that he had a generous spirit, but he had never been taught the full joy of giving. It was no sacrifice on his part to give me the flowers; he could go back and pick

as many more as he liked for himself. How much pleasure he was missing every day because he had never been taught to make small sacrifices for others!

Two sisters, the only children of well-to-do farmers, attended the higher grades of our public school. The parents were good, honest people, but very careful of this world's possessions. The girls had been taught to divide with each other, and in this respect they were very generous. The thought never seemed to occur to them that they might share with others, or that theirs was a limited generosity.

When we are giving presents to friends, we should take those opportunities to teach our children, not only the joy, but the art of giving, for there is a real art in it. They must learn that we do not give thoughtlessly—as a mere matter of form. Let us talk over our giving with our children, and let them help to decide just what gift would be most appreciated in each case. We should teach them that we give, not because a gift will be expected from us, but to bring real

pleasure to the recipient, and teach them also that in giving we, too, derive a real pleasure.

In one family, the children, on Christmas Eve, always prepare a plate of refreshments to be left on the table for Santa Claus. They take just as much delight in preparing this plate of goodies as in hanging up their stockings. I believe Santa thoroughly enjoys it, too, for I understand that not a crumb is ever left on Christmas morning.

Giving, and sharing with others, is a pleasure which many people never appreciate, because in childhood their parents did not teach them the art or the joy of giving.

The giving of money should not be haphazard, but should be as carefully considered as any other part of the budget.

To many persons of moderate circumstances an increase in income is followed by a large increase in spending, a small increase in saving, and no increase at all in sharing. There are others to whom more money always means more to save—that's all. Neither of these procedures will bring the greatest possible happiness. Sharing should be in proportion to ability to share.

Parents ought to explain to their children the work done by some of the charitable organizations to

which they themselves contribute, so that the entire family can take pleasure in each gift. Then those old enough to be receiving an allowance will, each one, be likely to enjoy adding a little to the home charity chest or sending individual gifts to chosen organizations.

"I was able to give a whole dollar to our church for 'Baskets for Europe!'" cried John exultantly. "That was on account of the extra job I had at the store last week."

They Should Grow Up Together

By LUCIA MALLORY

I REFER to self-reliance and the child.

"Let me carry your purse for you, Jane—or you'll be likely to leave it here when you get off, you know." The speaker, a pleasant-looking woman, and the little girl who was with her had boarded the downtown bus on which I was riding. "When we reach town," she continued, "I'll help you select a nice present for Daddy."

All interest in their shopping trip faded from the child's face as she gave up the pretty red handbag, murmuring, "All right, Mother."

She appeared to be about eight

years old—quite mature enough to take care of her own purse. I wondered if the mother expected always to be at her daughter's side. How could this little girl ever learn to take care of her belongings if she were never given any practice?

Later in the morning I was standing in one of the stores beside another mother and daughter, who, it seemed, were engaged in a similar shopping expedition. I couldn't help overhearing their conversation, and I thought of the first mother and wished she were with me. Before us many inexpensive articles were displayed on counters that were low enough to come within the range of a child's vision.

My attention was first attracted to this mother and daughter by the parent's kindly voice as she said, "You've had time to look at a number of things Daddy would enjoy, Virginia. Have you decided what you want to buy?"

"Yes, Mother," the little girl replied, holding up a small pocket-diary. "I think Daddy would like to carry this diary in his pocket. It has ever so much space for notes, and it has three calendars—one for this year, one for last year, and one for the year after this—1949."

"Did you look at the price

mark?" the mother inquired. "You must be sure you have enough money to pay for it."

"I looked at the price before I decided, Mother," answered the child. "It's marked thirty-five cents. That will leave fifteen cents from this week's allowance to put away toward my box of paints."

"I thought you wanted to buy the paints this week," her mother said.

"I can buy my paints next week, Mother," declared the small Virginia. "This week I want to get Daddy a nice present for Father's Day."

Her mother had one more question. "Won't you be sorry if, when you reach home, you find that all your friends have new boxes of paints?"

"Oh no, Mother! I can make nice pictures with my old crayons."

While the young shopper was completing her purchase, her mother walked over to a counter on which bright boxes of water colors were being displayed. I could see that she was tempted to gratify her daughter's wish for a box; very wisely, she refrained.

As the two walked away, I noticed that the little girl was carrying her package and her purse, and I wished that more mothers would give their children oppor-

tunities to learn to take responsibility.

Bewilderment regarding money is the basis of many tragic mistakes in adult life. Parents foolishly decide not to "worry" their children about financial affairs, and so they permit them to grow up in a fancied world of ease and abundance. How much kinder it is to give boys and girls some understanding of earning, saving, and spending—so that they are guided naturally into the realization that money once spent can not be reclaimed in order to purchase something else.

The only dependable way to help children to understand money is to give them practice in its use. Grown persons who began when very young to have the care of small sums of their own may be expected to handle, with reasonable confidence and success, the larger amounts that now come into their possession.

Everything in Moderation—Even Mother!

By HELEN GREGG GREEN

WHILE living in a family hotel, I had repeatedly observed a young mother and her three-year-old who came once each week for

luncheon. Just the two came. After the meal the mother would sit in the foyer, and her small daughter would go from one guest to another, as if each person were a member of the family or an old friend.

One day I remarked to the mother, "What a friendly little girl you have!"

"Thank you." The mother's eyes lit up with interest. "We came to this town as strangers. My husband had to be away most of the day, and when he returned home it was Carol's bedtime. I discovered she was becoming too engrossed in 'Mother,' so I consulted an acquaintance who has made a careful study of young children.

" 'There are many mothers who have your problem,' she said. 'That is because there are many families where there are no grandmothers, other relatives, or even household employees living in the home. Such very small families often become emotionally overcharged. I suggest you go out and make new friends for yourself and Carol. Help her to acquire a *talent for friendliness*. Teach her, as she grows older, to understand people and to expect them all to be different from one another. So many adults have a secret resentment toward those

who do not conform to their idea of what a human being should be.' "

It was delightful to watch this little one's expanding personality. The hotel foyer was like a large, comfortable living room, and most of the guests were residents. From time to time one guest would tell Carol a story, another would take her to see the garden or the picture of *her* grandchild, still another would read to her. This child never appeared to make herself troublesome. The mother sat by, chatting and knitting, seemingly oblivious to what her small daughter was doing, but, in reality, being quietly watchful.

Not every mother can solve the problem of making new friends for herself and her child as easily as this one did. However, when a mother sees a youngster becoming too dependent upon her, she should make a conscientious effort to broaden the invironment. This might be accomplished through any of several ways—by engaging in selected church, welfare, or club work; by taking walks through the neighborhood or the park; or by a little simple entertaining.

Every child should spend a part of the time away from Mother if possible. In a neighborhood where there are several mothers who have

children of about the same age, it has been found to be beneficial to take turns in entertaining small groups of children. This is especially true when all the mothers belong to the same child-study group. The youngsters learn the casual give-and-take that is an asset in helping them to acquire the art of getting along with others.

It often happens that children who become too much attached to their mothers become jealous even of "Dad."

A child, like an adult, needs a well-rounded life, with everything in moderation—even the time he spends with Mother! His emotional growth should at all times parallel his physical development.

The Book of All Nations

From page 2

of strength and courage and hope. What can be done to meet this situation?

There is but one Bible Society to come to the rescue and produce the thousands and thousands of Scripture volumes that are needed. It is your American Bible Society and today, through the help of Christian people, it is going forward with a program that calls

for an expenditure of two million dollars over and above the cost of its regular program. Observe but a few instances.

The Bible Society printed 50,000 Hungarian Gospels of St. John which were forwarded to the Bible Secretary in Budapest. Last April these were very largely distributed free among returning prisoners of war. Think what that would mean, once again to be in your own country, after an enforced absence of years, and to be met with words in your own tongue, that would bring courage to face the problem of starting life anew, words that would help heal the bitterness of spirit. "It is a great pity I had no more on hand to distribute," wrote Mr. Szabadi from Budapest. A further shipment from the stock of the Bible Society will be forwarded as soon as possible.

Publication of the Scriptures in Germany, the land of Martin Luther, where the Bible for centuries has permeated the lives of countless Germans, can go on *if*—it is a big *IF*, and can only be made possible with the help of the Christian people of America. There must be four new presses and folding machines; the bindery must be repaired from bombing and fire; the electric wiring, which has been on

order for over a year and a half, must be delivered; electric power must be supplied and remain constant throughout the year; the plant cannot run unless 22 tons of coke and about five tons of wood can be secured; there must be additional paid workers, ten to fifteen women or girls and five trained book binders. The Bible Society is endeavoring to help meet these requirements so that the Bible presses in Germany may once again start rolling.

"The need for Bibles is very great indeed," wrote one of the pastors in Berlin. "The letters of thanks which I receive every week prove and convince me that their understanding of the Bible grows deeper and that their lives have already been transformed by our worship services."

And this in spite of the fact the Bible Society has already sent more than two million copies of German Bibles, Testaments and Gospels to this Scripture-hungry country.

Here is just a part of the publication program the Bible Society faces. The demand for Spanish Bibles has increased very greatly during the war years and may increase even more. In Brazil calls for Portuguese Scriptures are growing tremendously and are sev-

eral times that they were before the war. Bibles in eight Philippine dialects are being shipped to the Philippines just as soon as they are ready, where they are in great demand—demand so great that even the Society's secretary in Manila, the Rev. W. H. Fonger, recently announced at a large church meeting there that he was expecting a shipment of Bibles in Cebuano and Samarenyo from America, the native Filipinos, who had been deprived of these books since the war, gave a great demonstration. "If they had not been in church," says Mr. Fonger, "I know they would have shouted. They nudged one another and slapped each other on the back and expressed such joy at the prospect of the early receipt of the Bibles that American Christians, who made this possible through their gifts to the American Bible Society, would have felt well repaid if they could have witnessed their happiness."

Yes, the nations of the world are Bible-hungry. If the uncertain peace of today is to become brotherly understanding tomorrow, the scarcity of Bibles, the Bible Society believes, must be converted into a reservoir which will furnish a constant, steady stream of the

Scriptures to water the desert of intolerance and create many cases of patience at which all peoples can gather.

Among eight helps suggested by the Bible Society on its list of daily selections for its Worldwide Bible Reading program is the following: "Set aside and keep a definite daily time for reading." Planned reading, if followed carefully and earnestly, pays big dividends. As a person becomes more familiar with the vibrant truths in this Book, his outlook automatically broadens and he wants to share with others the uplifting experience he has enjoyed. He will want to make the Bible, in a more real sense, "The Book of All Nations."

Bible People

From page 13

Beautiful Saviour Teacher's Flannel figure stories. Kodachrome slides: "Babe of Bethlehem." "Christmas Blessings," Churchcraft. Sound movie, "The Child of Bethlehem," Cathedral Films, also "The Nativity." American Bible Society. Filmstrips, "Child of Bethlehem," "Three Wise Men," Cathedral Films.